



ALABAMA DEPARTMENT OF
Early Childhood
Education

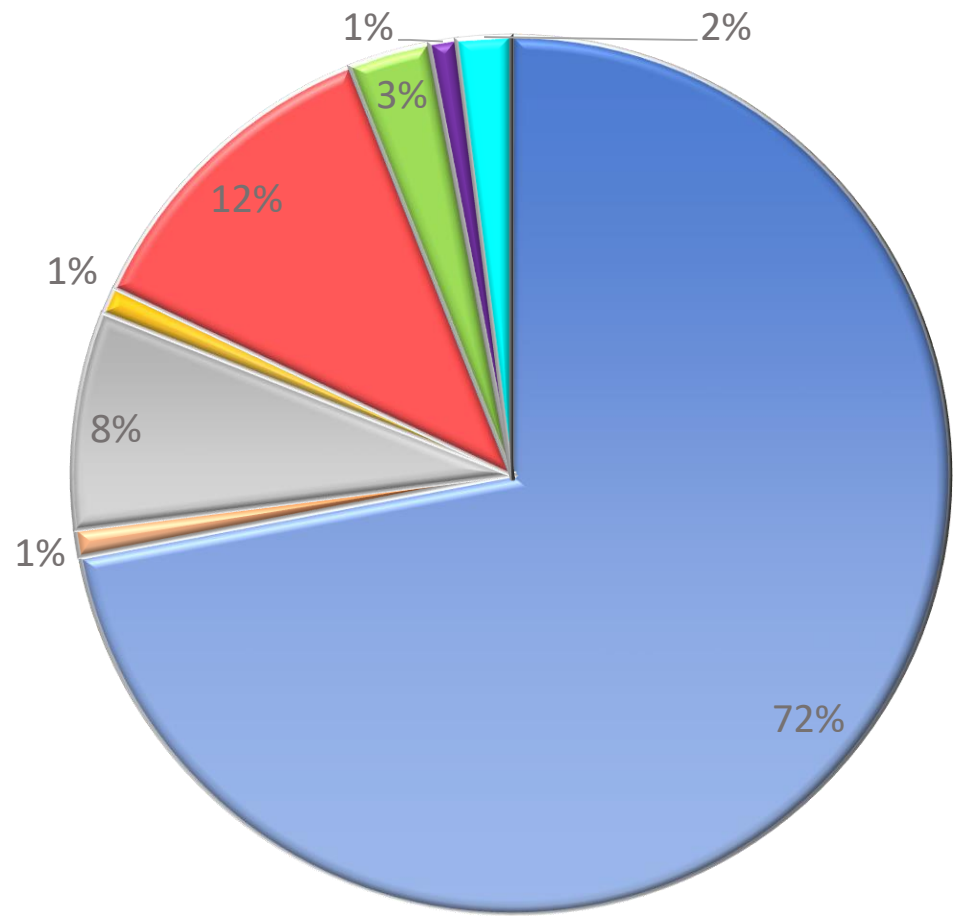


8 State Regions
 67 Counties
 1051 Classrooms
 18,918 Students

Every single one of Alabama's 67 counties are served by the First Class Pre-K program.

Alabama's First Class Pre-K Program: Classrooms and Regions

Alabama First Class Pre-K Program Types



- Public School
- Private School
- Private Childcare
- Military School
- Head Start
- Faith-Based Childcare
- College/University
- Community Organization

Alabama Reflective Coaching



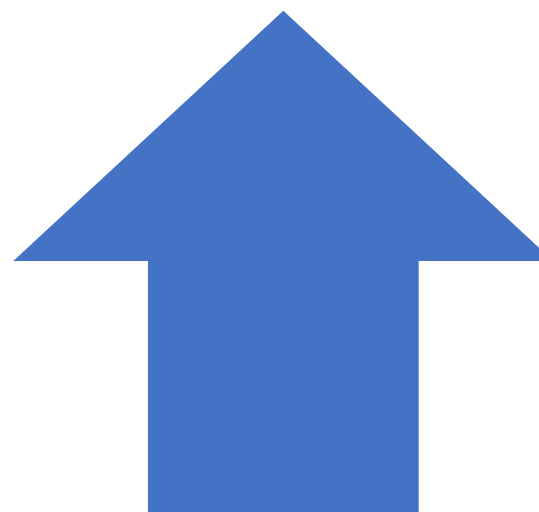


Monitoring

Versus



Coaching



Frequency of coaching visit

	Number	Percent
More than once a week	2	0.2
Once a week	23	2.5
Twice a month	42	4.6
Once a month	773	85.2
Once a quarter	33	3.6
1-2 times a year	11	1.2
Never	4	0.4
Other*	19	2.1

*Other included "varies," "as-needed," and "as requested."

Coaching Results:
Coaching Visits

Goals and a plan of action are developed to achieve the targeted skill. The coach and learner work together to establish desired outcomes. The Professional Development Plan should be reviewed and updated throughout the coaching process.

- The goal is to...
 - The coach will...
 - The teacher will...

Joint Planning:
Lead and Assistant Teacher

DECA-P

Classroom Assessment Scoring System (CLASS®)

Daily Schedule Checklist

Lesson Plan Checklist

LEC

Appendix S- required materials list

Classroom Guidelines

DAP Book

ASQ-3

Teaching Strategies GOLD®

myTeachstone

DLL Resource Book

Conscious Discipline

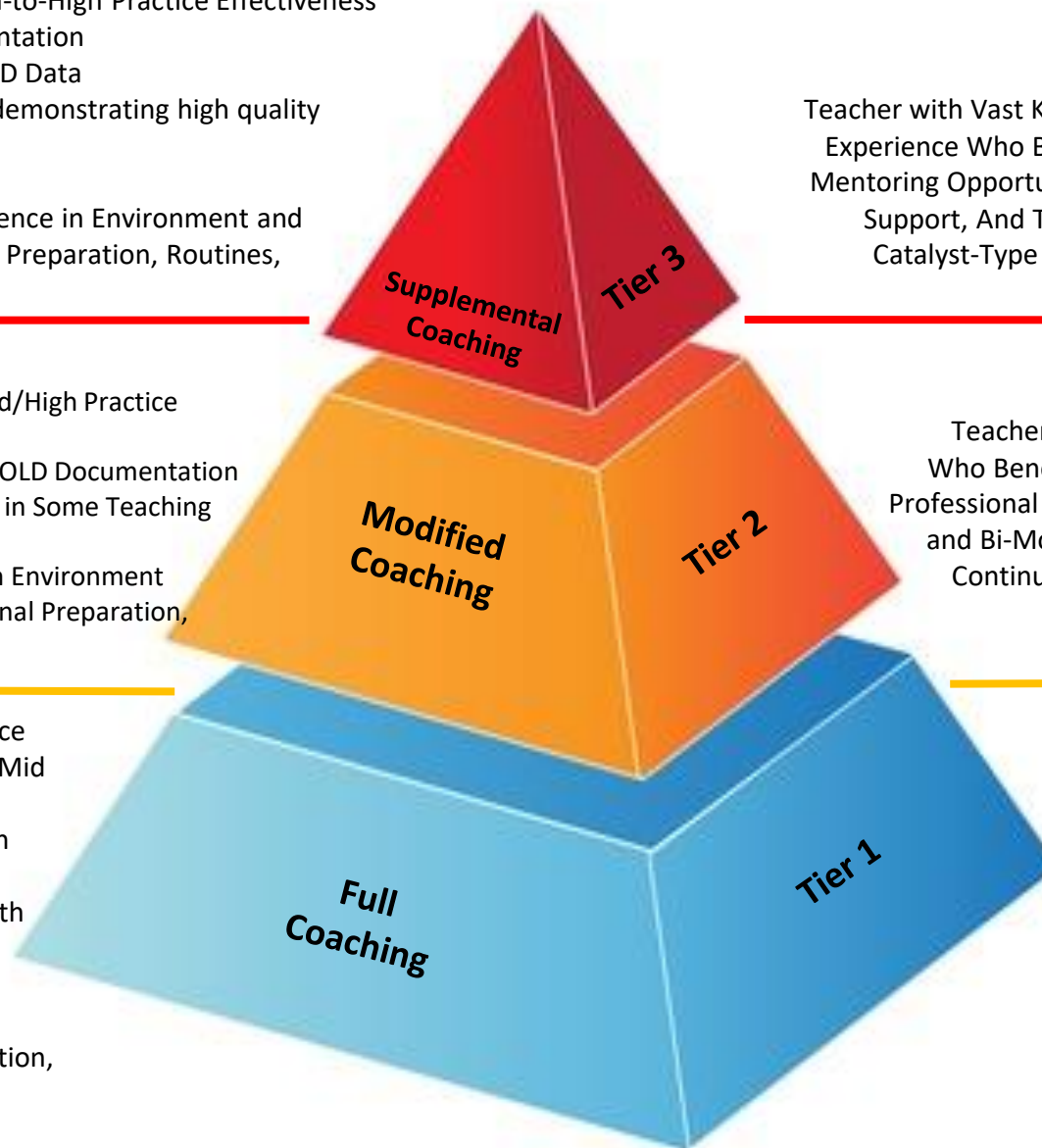
Alabama Developmental Standards for Preschool

Coach's Tool Box

- Experienced Teacher
- CLASS Dimensions Reflect Mid/High-to-High Practice Effectiveness
- High-quality, Timely GOLD Documentation
- Effective Teaching Reflected in GOLD Data
- Creates and submits digital videos demonstrating high quality teaching strategies
- Mentors teachers in other tiers
- Typically Displays High-Quality Evidence in Environment and Resource Management, Intentional Preparation, Routines, and/or Planning

- Teacher with Some Experience
- CLASS Dimensions Reflect Mid-to-Mid/High Practice Effectiveness
- Inconsistent Quality/Punctuality in GOLD Documentation
- GOLD Data Reveals Need for Growth in Some Teaching Areas
- Inconsistent High-Quality Evidence in Environment and Resource Management, Intentional Preparation, Routines, and/or Planning

- Teacher with Little or No Experience
- CLASS Dimensions Reflect Low-to-Mid Practice Effectiveness
- Novice Level GOLD Documentation Practices
- Minimal or Sluggish Student Growth Shown in GOLD Data
- Limited High-Quality Evidence in Environment and Resource Management, Intentional Preparation, Routines, and/or Planning



Teacher with Vast Knowledge and Experience Who Benefits from Mentoring Opportunities, Virtual Support, And Tri-Annual Catalyst-Type Coaching

Teacher with Experience Who Benefits from Targeted Professional Growth Opportunities and Bi-Monthly Coaching for Continued Development

New, Inexperienced, and/or Struggling Teacher in Need of Building a Stronger Knowledge Base, Mastering Best Practice Strategies, Mentoring, and Monthly In-Person Guidance and Coaching

Tiered Coaching Model: Tier Context and Coaching Framework

Looking ahead

- Coaching Competencies
- Coaches Academy